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ABSTRACT

Papers on library services to multicultural and multilingual populations presented at the 1986 International Federation of Library Associations (IFLA) conference include: (1) "The Use of New Technologies to Foster Literacy among Minorities" (Shmuel Sever, Israel); (2) "Information Services for Culturally Suppressed Groups" (Elaine Kempson, United Kingdom); (3) "Innovative Audio-Visual Library Projects for Ethnic and Linguistic Minority Groups" (Emma Cohn, United States); (4) "Why Asia Hall? Its Purpose and Grassroots Preparation" (Katsuharu Sakaguchi, Japan); (5) "Libraries Serving Multinational Population of the USSR" (I. K. Nazmutdinov, USSR); and (6) "On Establishing the Standard Character Code System in Korea and Its Application on Korea MARC Data Base" (Kyu-Seob Hyeon, Korea). (KM)

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THE USE OF NEW TECHNOLOGIES TO FOSTER LITERACY AMONG MINORITIES

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THE USE OF NEW TECHNOLOGIES TO FOSTER LITERACY AMONG
MINORITIES..

BY SHMUEL SEVER, HAIFA UNIVERSITY .

The library of today faces the technological challenge of finding a way to cope with the technological advances of the last few years and at the same time carry the burden of increasingly large numbers of users with complex and sophisticated needs. Modern advances in audio-visual technologies: the taperecorder, video cassette recorder, the sound systems for music and spoken records, and even lately the videotex, the compact audio discs and compact discs with read-only memories may change patterns of disseminating information. Nevertheless, the libraries of today are still largely devoted to book forms. These new means of recording, retrieving and disseminating information and lore are still far from ubiquitous. The library of the next decade must however adopt the advantages of the new technologies if it is to have a role in the cultural development of nations. The library has traditionally been the repository of recorded knowledge as well as the agent of its dissemination. In dealing with the present day means of recording knowledge, the library must respond to the changes and adapt itself to new concepts and use them to serve all members of society, including minorities.

Today's world is pluralistic in the cultural, economic and social sense and the concept of MINORITIES has become increasingly complex. Therefore an attempt to define it seems imperative: minorities can be seen either as national, ethnic or economic and each of these groups have been the subject of academic deliberations.

National and ethnic minorities have contended traditionally with a two-faceted problem:

- 1) how to cope with a dominant majority? Should the minority attempt to conserve its traditions and values in spite of the pressures towards integration or assimilation? Or,

- 2) should the minority group do its best to assimilate into the dominant majority thus repudiating its own heritage? The dilemma exists for dominant majorities as well, who have used both approaches with various success.

In this struggle of assimilation versus particularism by the minority group, **literacy** has very often played an important part. It has served both as a means of fostering assimilation and as a means of preventing it. The right of the minority to learn its language and cultural heritage and literature has often been in the thick of national and class struggle. Ethnic groups have an additional problem: they are more difficult to identify within the national context. In a sense, membership in an ethnic minority is determined by three factors: 1) the individual's feeling of belonging to a certain group; 2) the acceptance of the individual as a member by others and 3) the recognition by outsiders that a particular individual belongs to an ethnic minority.

Economic minorities are more difficult to define. In some cases they may in actual fact be a numerical majority, which for political

and economic reasons have been underprivileged and as such have not had the same opportunities as more fortunate members of their society. They have been split by history and economic realities and have become an underprivileged stratum of society. Here too literacy and education in the larger sense have played an important role in the development of economic minorities and literacy has been both a means of advancement and a means of deprivation by the ruling entity.

Thus we find minority status and literacy strongly connected. Literacy is seemingly easy to define : in the conventional sense it is the ability to read and write. However, today this simplistic definition is not satisfactory.

Literacy as reading and writing may be achieved even through relatively primitive educational systems. . A person capable of signing his or her name is often considered as literate in many surveys, but in fact that may be the extent of his competence. He may have been taught to read, but has never made use of his skill and has gradually forgotten. A so-called functional illiterate may understand only little of what he is reading. Still, this kind of literacy plays an important role in statistical surveys of literacy rates.

There is another category defined in 1962 by UNESCO as "functional literate". A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his groups and community and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development. (Hunter and Harman, 1979).

Modern life obviously requires another definition of literacy: it could be termed "technological literacy" as it should prepare the individual to cope with an increasingly technical and technological environment. This is a different proposition from the old fashioned read and write formula: today's society functions on the written word, and even if we believe that we may be heading towards a paperless society, at least at present that means mastering not only print but also reams of printout. Thus "computer literacy" must be added to the list of skills that advancement in a modern society demands of its members. Even if computer literacy need not be universal, it certainly seems to be essential for future development. The computer flourishes and attracts new users every day. Those who shall carry the world of tomorrow on their shoulders will surely have to cope with that and other modern technology and means of communication.

The last type of literacy we would like to describe is one that practically closes a circle: in the preliterate world it was the main type of literacy; in modern times it became largely neglected in favor of book and semiotic literacy. Now, it has to an extent been rediscovered: visual literacy or as Strader(1978) calls it multisensual literacy is making a comeback. The ability to "read" visual messages meaningfully and as Kepes (1965) explains, create a "combination of first hand sensations and intellectual concept - the unity of sensory, emotional and rational - unifying power than can

overcome the formlessness of our contemporary world" - seems a rather complex description of a difficult concept.

The ultimate literacy we wish to discuss is connected with the pluralism of today's society. Education today, and literacy in particular is usually connected with one's native tongue. However, technology is international and is mostly conducted, discussed and published in one of the main languages of the world.

India is a good example of the need for English to connect a society composed of a large number of ethnic, national and economic minorities. Small countries, such as Israel cannot cope with today's world without a reasonable knowledge of English. Thus, literacy in a world language is an imperative for a minority which wishes either to integrate into the dominant culture of its society or else aspires to become the leading majority itself, within the framework of a political and social struggle.

What are the roles of literacy in society in general and with reference to minorities in particular? This can be considered from three points of view : that of the individual member of the minority, that of the minority as a group within a larger social entity and that of the dominant group with regards to the minority group..

Literacy from the point of view of the individual will most likely be part of his or her progress in terms of social mobility. Throughout the ages education has been the gateway to improving one's lot financially and socially. In this sense, all the types of literacy, from the simple read and write variety to visual and computer literacy can be put to work towards that goal. Modern, Western type society promotes actively the acquisition of different kinds of literacy for personal advancement : educational and vocational opportunities are advertised, praised and demanded as prerequisites for job application, and in some cases are provided by the prospective employer. Thus visual literacy of a technical nature: reading of blueprints and job descriptions in industry are sometimes taught on the job, provided the apprentice can demonstrate other types of literacy. One can generalise and say that all education on the primary and secondary level are aimed at enabling a young member of society to acquire those skills and literacies that he or she will require in order to become a successful member of society. The failure of some individuals to "make it" in this sense and the failure of certain educational systems to prepare their members for success in life are often cited as the basic cause for social discontent and unrest.

Literacy in terms of group requirement has often in the past taken a racial or at least ethnic connotation. Education, at least in its formal form can only be acquired in groups. But we are very familiar with the phenomenon where geographical considerations in education also create racial and ethnic concentrations of people, who then, become a subgroup within a larger social context. American, and lately British as well as Soviet examples abound. Thus the dominant cultural majority finds itself dealing with a group which can be defined as a minority economically (usually a disadvantaged group),

socially (a racial or ethnic community) and politically (economic and social plight causes politically volatile situations). Recent events have amply demonstrated that even one single parameter - social, economic or political - is enough to create a difficulty, in which education, i.e. literacy is directly or indirectly involved. By withdrawing educational opportunities, and thereby curtailing job satisfaction and social mobility, as in South Africa for example, a numerical majority can, with difficulty, be kept in perpetual minority status. Black political advancement in the USA was intimately connected with educational equality and equal access to jobs. The propagation of Russian literacy on Soviet minorities above national languages has been an effective means of Russifying a multinational entity. However, the dominance of a certain culture and literacy in a large national context must not, necessarily force ethnic minorities to forsake their heritage or literacy.

In a democratic environment, such as the USA, Finland or Israel for example, the dominant group considers it its duty to provide minorities with literacy so as to permit and advance its use of political rights. In other political conditions, it may be in the interest of the majority to prevent the minority from acquiring political knowhow, and the way to achieve that is often the prevention of literacy.

Literacy in its different forms can be taught and transmitted by a variety of means, not necessarily in print form. As Rahnama (1982) rightly points out, a large number of people would probably profit as well or perhaps even better from an oral and visual mode of dissemination of information. Even though governments and international organisations are bent on the eradication of conventional illiteracy, they seem in some instances to have, as a by product made obsolete the cultural heritage of pre-literate societies and in the effort to educate ethnic minorities in the skills of the dominant culture have too often only achieved the decline of useful local traditions. The attempt to school young people in the alien concepts of another culture has only resulted in a partial acquisition of outward symbols at the cost of achieving real understanding of the new information, its efficient use and integration into native culture. There seems to be cause to re-examine the whole concept of literacy among minority groups, (Green et al, 1985) if the goal is to bring them into the mainstream of the dominant culture.

One of the major obstacles to the dissemination of literacy and information to minority groups is derived from the need for bilingualism. This is not only a problem connected with the need to know a technical language such as English, (which may in this manner become a third one), but rather connected with the process of transforming a non-written language or dialect into a written one. This is true also of a written language, when for technical reasons the native tongue cannot be used to acquire a second, dominant language. (Bernard, 1985), for instance when the type of signs used are hard to produce on typewriters or computers. In such cases the problem of literacy is compounded into literacy in one or more foreign

languages. In societies where for generations untold the learning process has been effected by visual means, through oral recitation and memorisation, and by demonstration, the process of acquiring literacy by a completely alien method in an incompletely mastered foreign language may not be very effective nor could it be successful.

The means to effect literacy, at whatever level have created problems everywhere: eradication of illiteracy, even at its most basic read and write level means schools, well trained teachers capable of understanding the thought processes of unfamiliar cultures and to translate these thought processes into satisfactory means of teaching a foreign language and strange concepts. This has sometimes meant the preparation of curricula, textbooks and teaching aids for a culture, whose learning techniques are largely unknown. This complicated process could only be made by the most excellent teachers. In actual practice this task has been delegated to untried, unexperienced and imperfectly educated teachers, themselves struggling with the double burden of bilingualism and only partly acquired technological concepts.

Aware of the difficulties of bringing literacy to minorities, programs have been developed that attempt to mitigate or circumvent the difficulties presented by frontal classroom teaching of basic skills. A number of imaginative, culturally sensitive tools have helped in the process. These have relied on a variety of techniques: from SESAME STREET type television programmes aimed at making reading and writing a game rather than a chore, to programs for the eradication of illiteracy among adults. Television has been widely used for the undoubted advantages it presents: it can bring into a remote classroom the best teachers, the best designed curricula, the most expensive scientific equipment as well the talents of the most creative writers, illustrators and educators. Its programmes can be broadcast to the remotest parts of inaccessible countries through relatively unexpensive equipment. It seemed to have all the advantages and virtually no drawbacks.

In the 1960s Educational television was established in Israel for the benefit of development and frontier areas where superlatively trained educational personnel was hard to find, and where such a personnel was most needed to close the gaps between different types of Israel's multivariate immigrant groups. The programmes the IETV produced are excellent: interesting, well conceived and fun to view. They cover a large number of subjects in the primary and secondary school curriculum, especially those that were giving teachers and pupils most trouble: arithmetic, mathematics, English language, geography, history, biology, physics. It broadcasts Hebrew language adaptations of Everyman's University which enables students taking the course of the University to profit from a variety of lectures from the best teachers. It teaches spoken Arabic to the Hebrew speaking population of the country, and English and French to whoever wished to study. It broadcast farm and home economics programmes in Arabic. Seemingly here was the perfect answer to a difficult problem of teacher training and appointment. But...there were unforeseen

difficulties. The programmes were not only educational, they were, deliberately so, also very entertaining: the idea being that children learn better when they enjoy themselves. The programmes were scheduled to last part of the lesson: the rest of the study period was supposed to be devoted to a discussion with the teacher about the material learned. However, the teachers in the field sometimes felt incapable to compete with the excellent TV teacher's presentation. Compared with the TV programme their own lessons were dull and unexciting. The children made the comparison too: they expected their teachers to entertain them as the TV teacher did and even the TV teacher's performance would sometimes be disappointing. Teachers would prefer struggling with the material in their own inadequate way instead of competing as they felt, with impossible standards of excellence. Thus inspite of being excellently conceived and produced the plan turned out to be less successful than expected. (Lieber, 1976). Similar problems have been encountered in other countries, for ex. in the USA Inner City Educational Systems (Washington, 1971,).

Educational television has another drawback: it must perforce be scheduled on a national or regional scale. Thus school schedules sometimes have to be rearranged around TV schedules creating difficulties for school principals and teachers alike. Videocassette players may change that. A programme can be recorded and played back at the convenience of the user. This will most probably be the next technological step in the use of new inventions in the service of education. The videocassette has already conquered a increasingly large audience. As the tape recorder and video technology advances, its products will become cheaper and thus accessible to increasing numbers of people. A similar development occured with the invention of the transistor radio which had for a generation proved its worth in everything from entertainment to weatherforecasts and instructions to farmers. It seems likely that video technologies, computers and compact audio discs and related technology may create a similar revolution.

Libraries belong to the informal side of the educational systems known to the world. Their use by the individual is voluntary, their establishment by the local authorities can only rarely be imposed. In order to be successfully integrated into the society the library must serve, it must grow out of the realisation of its users as to its efficiency as a tool for the goals we have already enumerated above. Libraries can and in fact have often remained on the level of **Bookcollections**, in the literal sense of the word. In their more progressive form they have lately entered the era of non-book technologies: first the microforms appeared on the library scene, then the audial forms, such as music records, and tapes, slides, filmsstrips, films and lately videocassettes and videotex and compact discs have appeared. Computers and computer-linked technologies are also increasingly manifest. Sooner or later, probably sooner, the library will have to cope with the problems presented by non-book forms. However, the materials available to libraries today in these forms originate in two distinct sources: commercially produced and promoted materials and the instructional and educational materials

especially prepared for both school age public and for adult education. The commercial material available in most countries is of uneven quality and its usefulness for education is sometimes debatable. Having entertainment mainly in mind, it is often shoddy, shallow and aiming at the the lowest common denominator of potential users, as the aim of the producer is primarily financial gain. This is not to say that financial gain is not possible with a good and aesthetically satisfactory product, but sometimes artistic values are sacrificed for economic considerations. The instructional material is usually publicly funded, and therefore needs less to compromise with quality. But it aims in most cases at specific audiences, within specific frameworks such as schools, everyman's universities, adult audiences, senior citizens. If broadcast through regular channels, the programs have to follow rigid timetables, and do must often compete for prime listening or viewing time with other, mostly commercial programmes.

The non book forms available to libraries are relatively expensive and many libraries, that have accepted these new technologies as legitimate forms of their collections, often make use of the instructional materials available.

Here is a fertile ground for action by the public library: by making educational materials available to its patrons, it can achieve several important aims:

- 1) The programs can be used by the particular user in his or her own time, in comfort and in pleasant surroundings. If something has been misunderstood or is difficult, it can be repeated again and again. The availability of the material, together with the technology required for it can be effected in the library for those who cannot afford the equipment: even today, inspite of their widespread popularity, videocassette players or personal computers are not available to all. They could be made available through the library just as books were made available in the distant past to the impecunious but industrious through the library.

- 2) The librarian need not be a teacher. Therefore, he or she need not to compete with the teachers or presenters on instructional materials. The librarians can explain, guide to further reading, help find material, but need not stand up in class and perform.

- 3) The library can incorporate this kind of material in the overall policy of presenting material to its readers. In many countries, the library is reasonably free of extreme forms of censorship and is bound, by its very nature to promote the kind of pluralism that characterises today's society. Minority groups can preserve through the library their cultural heritage and language, while acquiring the skills demanded by assimilation in a dominant majority. By serving as a link between the dominant culture and its demands upon the minority member, the library should play an increasingly active role: the technologies for that are already in existence, and are being developed constantly. The library must not be left behind in this process: the result could be that, as in the past, the library will be superceded by other forms of information dissemination. We are

already now witnessing the development of commercially distributed educational programmes entirely meant for home computers.

4) The new technologies have also transformed approaches to publishing and printing in minority languages: the computers and related techniques makes it possible to prepare manuscripts that can make the publishing of syllabaries or ideograms which formerly had been prohibitively expensive to produce for a very limited audience. Languages with no native alphabet had to forgo printing altogether or make some awkward adaptations to Latin characters. The library could and should perhaps be the logical depository of memorised lore, engraved on tapes or any other technique. If and when means of inscribing such lore can be devised, the material would be available to the minority groups and its literacy and bilingualism could be effective. As things now stand, the material that could be used both to promote the cultural heritage of minority groups and to help in the acquisition of an alien, outside culture by means of one's own are to be found at best in the departments of anthropology and folklore in universities, far from those people who could profit from such material (Russell Bernard, 1985) This is another challenge for the library serving minority groups.

The libraries around the world, especially those serving minority groups must, so it seems, make a reappraisal of their role in the promotion of literacy. Local initiative or centralised guidance, the library must become a part of the push for the new literacies demanded of modern man. It is a great challenge, as it combines coping with new technologies, new material and a new readership. But should the libraries fail that challenge, they will inevitably be superceded and cast aside, and they are much too valuable for mankind for that to happen.

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INFORMATION SERVICES FOR CULTURALLY SUPPRESSED GROUPS

by

Elaine KEMPSON, Acumen, United Kingdom

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INFORMATION SERVICES FOR CULTURALLY SUPPRESSED GROUPS.

Elaine Kempson, Acumen, United Kingdom

There are, throughout all societies, many groups whose life style, culture or social origins are not those of the dominant group. Such groups have come about in different ways. Some arrived in the country as immigrants, bringing their culture with them. Even though they may have settled in the country for many generations, it is often the case that such groups retain a strong cultural identity. In other cases, the boundaries of the countries are such that they encompass more than one culturally distinct indigenous group. Culturally suppressed groups also frequently occur in countries which have undergone a period of colonial or neocolonial rule. In such circumstances an external culture is imposed on the indigenous population even though the culturally suppressed group is in the numerical majority.

The principal characteristic of such culturally suppressed groups is that they lack access to power and influence within society. This then frequently results in below-average incomes; poor basic facilities, particularly housing; poor health and limited access to health care facilities, as well as lower standards of educational provision. Together, this produces a situation of general poverty relative to the majority of the dominant group within the society. Added to this, they will suffer at best discrimination within society and at worst outright oppression.

It is, perhaps, not surprising to discover that research in a wide range of different societies has shown that the most pressing needs for information within such groups relate to improving their general standard of living, relieving poverty and gaining access to improved housing, health, environmental and educational facilities (1,2,3,4,5,6,7,8). In addition, the groups have information needs which arise from their status within society. Recent immigrants, for example, have particular needs for information about citizenship, immigration and related matters. There will also be particular needs for information on discrimination and oppression. Further, there will be a need for information to support and to develop a cultural identity in what is often a hostile environment.

These information needs will be experienced by individuals within the culturally suppressed group. It is important to recognise, however, that for long-term improvements in the quality of life it is often necessary to meet group information needs rather than those of isolated individuals.

Research has shown that all groups, regardless of their cultural differences, use informal, and usually oral, sources to obtain the information they need. For the majority of people this will mean contacting friends, relatives or neighbours (1,4,6,7,9, 10,11,12,13,14,15,16,17,18). The research shows that this is just as common within groups where literacy is high as it is within those where oral traditions play a very much more important role.

At the same time, there is clear evidence that relying on informal information gathering is inadequate to meet the needs. (15,17).

Societies throughout the world are becoming more complex, conferring more and more rights and responsibilities on individuals. In many cases, both the legislation and the social programmes are alien to certain cultural groups. There is, therefore, a pressing need to supplement the informal information channels with more formal information services. In very many cases, however, even where such services have been set up they have also failed to meet the needs of the culturally suppressed groups.

Dissemination of information increasingly depends on printed materials which are normally written in the language of the dominant group and which frequently do not address the real needs of those who do not share the dominant culture (6,7,19). Many people will, therefore, be denied access to information either because they are not literate in the language used by government, or because their native language does not exist in written form. This problem is especially acute in countries which have inherited a system of government from a former colonial power. In Africa, for example, English and French are the two most commonly used languages of government, yet 95% of the population are unable to read them. At the same time, about half of the 1200 local languages do not

have a written form (20). In this way people who formerly would have participated fully in the development of their society are denied that right (14).

Added to this, the professionals who are responsible for providing information and assistance to communities - government officials, lawyers, accountants and even librarians - are seldom drawn from the non-dominant culture. Where they are, they will have been educated in the language and within the cultural framework of the dominant group and will have become distanced from their own culture (21 and 22).

The effectiveness of such information services is further reduced by the fact that they are usually imposed upon the culturally suppressed group. They therefore reflect the values, preoccupations and needs of the dominant culture. This presents a number of problems and potential areas of conflict. Problems such as discrimination may not be experienced by the dominant cultural group and might therefore be ignored by the information service. Further, the solution to some of the problems experienced by the culturally suppressed group may call for a radical change in the status quo. Such solutions may not be acceptable to the dominant group which established the information services. Finally, services and systems which are imposed from outside are usually standardised and thus fail to reflect the needs of specific groups within the community. In this context, it is perhaps useful to reflect on the

diversity of cultures throughout the world and then to compare such diversity with the relative uniformity of public library services.

What kind of services are need? The following points are based on research which looked at needs and evolved from them models for services which would meet the needs (4,17,18,22, 23,24,25,26). More importantly they are based on action research where users were involved in setting up and evolving community information services to meet their own needs (5,14,26,28). Finally, they are based on my own practical involvement with the development and day-to-day running of community information services over a period of 11 years.

Firstly, community information services should be an integral part of the particular cultural or ethnic group they are intended to serve. This means that they cannot be imposed on the community, but should grow out of it. As such, they should reflect and work closely with the traditional information channels in the community they attempt to serve (27). Secondly, the staff should be drawn from the cultural or ethnic group the centre is to serve. Even so, such staff would need to supplement their personal knowledge of the community with studies of the traditional information channels before deciding upon the most appropriate work methods for the centre. It is not sufficient merely to have interpreters available to overcome any language difficulties. It is important that information

workers both understand the culture of the group with whom they are working and also have a sufficiently detailed subject knowledge to be able to offer an in-depth information service. Added to this very many people are unwilling to trust an interpreter who is unknown to them to convey their precise needs accurately.

The community information service should be provided to both individuals and to groups. Not all problems are amenable to individual solutions. Many can better be tackled by groups, whether they be groups which provide services or amenities within the community, or social action groups whose aim is social change to bring about improvements in the lives of its members.

It is also important that the information service should act as a two-way communication channel. That is, it should not restrict itself to the provision of information to a community. Every bit as important is the need for local communities to be able to feed back their views to governments and policy makers.

It is also clear that community information services cannot be based solely on the use of printed information. Generally speaking there is insufficient printed information on the areas of greatest need of culturally suppressed groups (6,7,19). Even where such information does exist it may not be available in the languages of potential users. Further users may come from a culture where the printed word assumes little importance.

Finally the information workers must be more than passive channels for information. This means that they should be able to understand the information that they are handling. They should also be able to create appropriate information sources where they do not already exist. They must be able and willing to interpret, repackage and apply information to the users' situation. Finally the information workers must, where necessary, help individuals and groups to act on the information that has been supplied.

This in essence, then, is the challenge facing librarians. There is a growing number of information and advice centres, throughout the world, which have evolved along the lines I have outlined. Almost without exception they have been set up without the involvement of librarians, even though such services require staff with information handling skills.

The real challenge is for people trained in library and information skills, to develop a sufficiently flexible approach, so that they can respond effectively the needs of culturally suppressed people. To do this it may be necessary to move away from secure and well-funded jobs in the formal library services to set up or work within informal community-based information centres. This move may result in less security and a lower income, but it will bring with it the sort of job satisfaction that more than compensates.

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INNOVATIVE AUDIO-VISUAL LIBRARY PROJECTS
FOR ETHNIC AND LINGUISTIC MINORITY GROUPS

BY

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INOVATIVE AUDIO/VISUAL LIBRARY PROJECTS
FOR ETHNIC AND LINGUISTIC MINORITY GROUPS

This paper is a report of several innovative audio-visual projects either observed in libraries-- or for libraries-- in multi-cultural and/or multilingual settings.

In a branch of the New York Public Library in Chinatown, films without narration were shown to a group of teenagers who had recently come from Taiwan, Vietnam, Cambodia, and other Asian countries. Members of an English class from a community school, they visited the library with their teacher and the films they saw turned out to be a successful stimulus for written homework assignments and class discussion. The writer will continue this method of enriching language instruction next Fall in the Queens Borough Public Library's New Americans program, when she will work with a teacher of English-as-a-Second-Language and use films from the Library's collection.

The Queens Borough Public Library also has several Adult Learning Centers in the New Americans Program in which independent learners may use easy-to-read books, audiocassettes with workbooks in conversation, and microcomputers with programmed instruction in order to increase their language skills. Perhaps the most innovative of these materials is the program in the Logo computer language that enables the user to draw pictures on the computer terminal. A team of two or three independent learners sign up for two hours a week for this program. There is just one requirement: Each member must have a different mother tongue. The writer describes her observation of a man whose first language is Spanish, and another whose first language is Farsi, during their session while they created line drawings at the Center-- and talked about what they were doing in English. Although the purpose of this activity is to create an opportunity to improve oral language skills, it is particularly valuable to those learners who enjoy exposure to the computer in which they can actually do their own programming. This is a technique which moves beyond the more usual computer-assisted instruction.

Continued....

A project based on the more traditional technology of the audiocassette is in progress in Mali. The introduction of library service to children is being encouraged through the cross-cultural use of sound recordings in the Malian languages and in French. Sound libraries have been developed, with the help of the United Nations since 1977 in Mali, a country with many linguistic groups. With the creation of rural "audiotheques" many Malians who could not be reached by literacy programs were able to listen to recordings of their own history and traditions, as well as learn about new technical and agricultural skills. Using these cassettes as a basis during the country's first seminar in children's librarianship, French children's stories were translated into Malian languages on audiocassette and Malian tales became available on audiocassettes in French. The results of this seminar point the way to future use of both oral and written materials in both. Malian languages and in French in the public libraries of Mali. It is hoped that eventually Malian recordings may also be exchanged with books from France and possibly from other countries interested in acquiring African materials. Turning to an innovative audio-visual activity which produces materials which may be used in the library, the production of video cassettes by disadvantaged students in a Bronx (N.Y.) "alternative" high school is described.

With some of his "discretionary" funds, the Principal of Bronx Regional High School hired a video teacher from a community video center to teach video production as part of the school's instruction in literature, social studies, art, etc. The video teacher also teaches program production to subject teachers as well as students. The writer observed how video was used in an English class made up of mostly Black students taking up the study of Richard Wright's American novel, *Native Son*. Interviews about their experiences with racism were conducted by students with two Black teachers. Discussions between students and teachers about how to choose the best footage of the resulting tapes increase their critical skills in both making television and watching it. This program has also led to college scholarships and internships in video production. The student tapes could be programmed in libraries and used with other groups in the community as well as showcased to family and friends.

Continued....

English as a Second Language in New York Public Libraries.

Quite by accident I became interested in showing films without narration to groups learning English as a Second Language in public libraries in New York City.

With the young-adult librarian of the Chatham Square Branch of the New York Public Library, I was a member of the national committee of the American Library Association which makes an annual selection of Best Films for Young Adults. Films were sent to us during the year from distributors all over the country so that we could pre-screen them prior to their consideration by the national committee. Because it is so important to see such films with a group of the public for whom they are intended, Susan Rappaport, the young-adult librarian, invited an enthusiastic teacher and her class of teenagers (aged 13-19) to look at and evaluate some of these films with us.

These young people, who used this branch in Chinatown, had recently come from Taiwan, Vietnam, Cambodia, and other Asian countries. The English class in which they were enrolled was sponsored by the Chinatown Planning Council. New York's Chinatown is a neighbourhood rich in the heritage and languages of many cultures. It is also rich in human resources, and there is both public and private support for projects to bring its new residents into cultural mainstream of the city. In working with this group we discovered that certain films could provide a worthwhile group experience as the basis for classroom discussion or for a written homework assignment. For example, Rainshower, from Churchill Films in California, is a ten minute film in beautiful colour and excellent natural sound; a visual essay about the rain as it comes to living things on a farm. Annotated lists of such films will become available in New York libraries during the coming year.

Next Fall I plan to continue with this use of film in the Queens Borough Library's New Americans Program, directed by Adriana Tandler, working directly with an experienced teacher of English as a Second Language who is hired by the program. Together we will choose and experiment with an advanced class, using the library's film collection. The teacher feels that we may also find it useful to try using films in her intermediate class to raise the level of proficiency in English with a group whose language skills are at various levels.

Continued....

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In addition to offering classes in literacy and in English as a Second Language the Queens Borough Public Library also operates neighbourhood Adult Learning Centers. Here audiocassettes with workbooks and micro-computers with programmed instruction are available, as well as easy-to-read books. Adults, who may or may not be enrolled in the library's class program, may use these enrichment materials on a drop-in or appointment basis. They are assisted in the use of all the materials by teachers, and staff also hired by the program, but no testing or individual evaluation is provided.

One of the techniques used at these centers may be described as being at the outer limits in the innovative use of a/v materials with adults from multi-cultural backgrounds. This is the Center's Logo Club. Logo is a programming language that may be used to draw pictures on the computer. A team of two or three independent learners may sign up for two hours a week in order to learn how to create graphics on a micro-computer with Logo. They must meet just one requirement: Each member of the team must have a different mother tongue: On the morning I visited the Elmhurst Branch Library, in a pleasant residential section of Queens, I observed a young man whose first language is Spanish, working with a partner whose first language is Farsi. Earlier in their experience with Logo they had succeeded in creating the image of a boat upon the water. Through an accident this image was lost. Now they were involved in planning how to move the cursor, or "turtle", to create lines at their command that would form patterns of squares or triangles. Their two hours flew by as they talked about what they were doing-- in English. The purpose of using Logo in the Center's program is to provide an additional opportunity to stimulate the adult learners' conversation in English. The teacher who is developing this technique keeps one step ahead of the students by writing an instruction manual for them, which will soon be published. The important feature about this program, as far as the students are concerned, is that not only are they improving their language skills, they are getting some exposure to computer programming, learning to control what they are doing in a way that goes beyond "computer-assisted instruction". In observing the effort that the two men put into their work that morning, and the satisfaction they showed at the end of the session, it was evident that the experience was making a big impact on them.

Continued....

Now I shall turn from the example of a far-out A/V library project to one which involves traditional audio sound technology, but which nevertheless contains far-reaching implications for the future.

Mali Develops Children's Libraries Through Audiocassette Experiments.

Since its independence in 1960, the west African country of Mali has spent almost 30% of its national budget on education primarily to increase the literacy of its six and one-half million people. Even so, only a fraction of the population has been reached. In 1982, with the help of the United Nations Development program, libraries of audiocassettes in the main groups of Malian languages, were produced and put into use in about 25 rural communities. (There is no one Malian language, and any Malien who has gone to school speaks and writes French). Here people who spoke Bambara, Peul, Sonrai, and other languages (within all of which there are many different dialects) could listen to their traditional oral history and folklore in their own language, and also learn how to improve their skills in such matters as improving their agricultural methods or the maintenance of their wells. Mali's capitol, Bamako, became an important center for the publishing, stocking, and distribution of audiocassettes and the rural sound libraries which resulted became tools which enabled many men and women, old and young to "read" their world for the first time. Now, as well as being useful and important in themselves, the sound collections may turn out to be an important factor in increasing book collections and the availability of traditional library services in a country whose children can not assume that they have the right to read.

In the summer of 1985, using oral tradition of Malian language as its basis, an eight-day workshop was organized in Bamako on library service to children in the capitol's Youth Center, with groups of local children (in four linguistic groups) participating. Brought about through the cooperation of the Malian and the French ministries of culture, the Mali Public Library and the cultural services of the French Embassy in Mali. The purpose of this short and intensive workshop was to spark greater interest in literature and reading among small children and their parents in the network of 46 libraries of Mali which was begun in 1977. Genevieve Patte, director of France's National Center of Children's Books, and Fatogama Diakite, head of Mali's public libraries, were co-leaders of the workshop. It was the first time that 38 members of staff from Malian libraries had been brought together from all parts of the country to be introduced to the theories and practice of children's librarianship. It was hoped that in opening the doors of the public libraries more freely to children that

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librarians and teachers would be brought into closer contact with each other and that oral traditions and the use of written languages would both be used in a country in which these are in no way incompatible. In connection with the workshop, an unusually substantial gift of French children's books were provided for the use of all of the Malian libraries. The French publishing house, Pere Castor, contributed series of tales and picture books with accompanying audiocassettes.

Daily sessions were held in which some of the French children's books and recordings were translated and adapted in the different national languages of Mali, as well as sessions in which some of the stories for children in the oral traditions of Mali were adapted and translated into French. Then there were listening sessions to which children and parents were invited to hear some of the materials which were the result of the cross-cultural recording.

Although it is still too early to evaluate the results of this multi-ethnic and multi-lingual experience, the fact is that in a very short time the members of the workshop have produced good quality materials that can be duplicated and tried out in the libraries of the Malian network. Genevieve Patte reports that the French stories and audiocassettes which were translated included both stories from India about rural Indian children as well as stories in French settings with typically French children. She felt that the stories from India had the greater appeal for the Malian children who participated in the workshop.

Through the workshop, the adult participants discovered the relationships between certain oral traditions, as well as some specific limitations of each of these modes of communication. The work of adaptation in both directions, which was performed by all, enabled them to realize, to some extent, just what worked and what didn't work in their kind of activity. The workshop was also a way of ascertaining that in Malian libraries both written and audio-visual materials should co-exist in French and in the Malian languages. The production of cassettes in the oral tradition may serve as bases for written work, first in the form of journals and later in the form of books.

The workshop closed with a presentation of ideas about a future publication concerning children's literature in Mali within the next two years. The principal Malian public Librarian, Fatogama Diakite, who is currently studying in the French National Graduate Library School in Lyons, hopes that

Continued....

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eventually he will be able to exchange some of the audiocassettes from Mali for books in French to be used with readers of all ages in his libraries, as it is extremely expensive to import French books into his country. Surely audiocassettes of Malian history and folklore in the various Malian languages and dialects would be of great interest to people everywhere who are searching for African materials for university and museum libraries.

So far in this paper I have described innovative audio-visual projects in public libraries, but I would like to add one from an urban high school because it is representative of the kind of activity that produces material that can advantageously be shown in and purchased by libraries.

Student Video Tapes from Bronx (N.Y.) Regional High School

Working on the production of video tapes in their classroom, or out on location for a few hours each week, helps students of the Bronx Regional High School make sense of their world. One morning this Spring I saw this project in action during a course Black Literature in a class that was studying Richard Wright's American novel Native Son, about a Black boys struggle to grow up in the slums of Chicago.

Video teacher Steven Goodman, together with class's English teacher, was helping students set up the camera, place the microphone, and adjust sound levels on the recorder. Suddenly everything quieted down and a 16-year-old student began to interview a Black teacher. The students went about their work in such a controlled manner, and their presentation was so professional, that I could not reconcile my impressions with what I had heard about these students being among the most destructive and disruptive young people in the city.

The first question the teacher, who seemed to be in his thirties, responded to was about any experience he may have had with racism in his youth. He vividly described how he was sometimes chased from public parks when he was a boy and how the police had used their power along racial lines in his Bronx neighbourhood when it was in the throes of changing from Jewish-Irish-Italian to Black and His-panic. Then, in answer to another question from the student interviewer, a light-colored woman teacher, who appeared to be in her late fifties, told why her experiences with racism were far worse when her family moved to New York than they had been down South. In the South, before the 1960s, she and her friends would go to places only where they knew it was safe

for them to go. In New York at that time racism was more subtle. They could not tell when they went into a restaurant whether they would be served or totally ignored. All of the fourteen students in the class followed this exchange with their complete attention very involved with what their teachers were saying.

Then another interviewer asked the teachers how they felt today about racism in their school. The younger teacher said, "I don't feel it here where I work."

The older teacher considered for a long moment before she replied. Then she said, "It may exist, but I don't feel it."

Later in the morning, in a Social Studies class, the video teacher and the class teacher reviewed with the students some footage that they had shot the previous week. Here, against a rather noisy background of basketball practice in the school gym, two student actors talked about problems involved in drug use. The critique of their fellow students and their teachers was lively. The quality of the acting, the camera work, and the sound was discussed. They began to make choices about the editing-- which parts they would use-- and in what order-- and which they would discard when they finally put the tape together. As they talked I was impressed with just how much they were stretching and increasing their observational skills. When I asked one boy after the class if working in video may any difference in how he now looked at television at home, he immediately replied: "Yes. Now I can see their mistakes."

Bronx Regional High School, in the southern part of New York's most ill-famed borough, is located in an area that looks very dead, desolate, and bombed-out. Here and there valiant efforts have been made to recreate life in these streets. There are some sparks of hope, such as a group of small, attractive new private homes on a four-block lot surrounded by strong wire fence. But the city budget has not made large-scale rehabilitation of the area possible.

Because I was unable to get good instructions for public transportation on the morning of my visit to Bronx Regional High School, I called on a taxi service which is usually very reliable. When I told the driver where I wanted to go, he made believe he was surprised and said, "You mean they have schools down there!"

When we finally arrived after a long and wandering drive during which he became increasingly resentful, he flattered himself and remarked as I left the car, "Well, at least I got you there."

As I soon as I entered the building I was struck with the immediate evidence I saw of good communications. At the Principal's office, right near the front door, I picked up the daily information sheet given to teachers. It was friendly and informal in tone. As soon as the Principal spotted me as a visitor, he invited me to sit down in the teachers' lunchroom next door and talk with him, as I was early for my appointment with Steve, the video teacher. One teacher wandered through the room, looking for a can-opener, and the principal, Mr. Weiss, immediately found it for him in a cupboard.

Mr. Weiss explained that Bronx Regional High School is one of the fourteen "alternative" high schools in New York City. This means that instead of the usual enrollment of 2,000 students, this school has about 350. Each student receives individual counseling and guidance, and also, as I observed in the corridors, quite a lot of hugs and affectionate physical contact with the teachers and the staff. The Principal can use his budget, to some extent, according to his own discretion if he heads an "alternative" school. He told me how he had hired Steven Goodman from the Educational Video Center in Manhattan, and how Steven teaches teachers as well as students. Soon Steven would be leaving to get video started in another alternative school. In fact, during the week-end to come, the video teacher would travel to Minneapolis in Minnesota, with two of his most promising students. Here they would live with a local family while they made a tape that would be a report on a labour dispute in a large meat-packing plant. Students and teachers would then be able to compare this coverage of the strike with the coverage it was getting on the national television networks. Before I left the building that morning, I saw Steven introducing Rachel, who would be going on the trip, to Mr. Weiss, who gave her an affectionate goodbye kiss.

We who work in libraries can continue to offer such students who are young people "at risk", a continuing opportunity to develop. Using the library as a showcase we can present their work not only to their families and friends but to other community groups.

To conclude this brief glimpse of several audio-visual activities which have seem innovative, instead of a bibliography I will give you an address list of the creative individuals and their institutions who have made them possible:

Continued....

Ms. Maria Fiol (for information on courses in English as a Second
New Americans Project language)
Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432
U.S.A.

Mr. Roger Black (for Logo Conversation Club)
Adult Learning Center
Elmhurst Branch Library
86-01 Broadway
Elmhurst, New York 11373,
U.S.A.

Mr. Fatogoma Diakite (Operation Lecture Publique, Mali)
Post Office Box 159,
Bamaka
Mali

Mr. Steven Goodman
Educational Video Center
87 Lafayette Street
New York, N.Y. 10013
U.S.A.

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IFLA GENERAL CONFERENCE, TOKYO

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Section: PUBLIC
LIBRARY SERVICES TO MULTI-
CULTURAL POPULATIONS

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WHY ASIA HALL? IT'S PURPOSE AND
GRASSROOTS PREPARATION.

BY

KATSU HARU SAKAGUCHI
DIRECTOR

KEYWORD (S):

ASIA HALL
DISADVANTAGED
MINORITIES

For internal use only: **SI**

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"Why we work for Asian Library & Asian Center ?"

I. PRESENT SITUATION OF OUR MOVEMENT

Association for Establishment of Asian Library & Asian Center started its activity in 1981. We have been working for the better communication with Asian people. Asian Library & Asian Center are the cores of our movement to know the Asian people, culture, life and their thoughts. The former is a communication center and the latter an information center. Now we have 1,200 members who agree to our purpose and also support our activity. What kinds of people are helping us ? Housewives, office workers, students, teachers, doctors, priests, lawyers, booksellers and librarians; it covers so many fields that it is like the yellow pages.

Our activities can be classified into three types. The first one is gathering books as many as possible which are necessary for Asian Library. There are now 13,000 books or we can say 20,000 pieces including magazines or other information articles. They are required for positive and total survey of national understanding of Asian countries or so called the Third World countries. This number is just one first step for Asian Library we are planning. We want to have 100,000 books in the future for Asian Center.

The books we collected are varied. We would like to gather the books for all the people; from children to the aged people who encounter "Asia" for the first time. We don't want to be specialists, so we don't take the documents-oriented library but we value ordinary people's points of view. For Asian Library & Asian Center aim to contribute the civil society as a popular institution for all the people.

D

We have been gathering books through the following ways:

- (1) Contribution from the members of our association (approx. 5,000 books)
- (2) Contribution from the booksellers, writers or publishing companies (approx. 2,000 books)

(3) Books purchased by the money of book bazaars managed by our association. (some of the books contributed are not suitable for Asian Library. Therefore, we hold the book bazaars to get the money. We have held 17 times up to now. By the money we could buy 4,000 new books.)

(4) Books purchased by the donation of the members (approx. 2,000 books)

These books are the good results of social good will and earnest work of volunteers.

The members mainly working for Asian Library are now in a hurry in order to realize the book lending department. They register the books and make a book catalog which is indispensable for the library. (They already published the first list and now are preparing the second one.) They also survey publishing condition of books about Asia and appeal the book contribution to our library.

Secondly, I would like to mention our cultural activities of Asian Center. It is indivisible from the preparation for the Library. Taking every approach, we try to spotlight Asia. For example, we held some lecture meetings, Asian culture courses, Asian language classes, concerts, films, picture exhibitions and cultural exchange programs with AALA(Asia Africa Latin America) students.

Thirdly, I will talk about the most difficult task; that is raising funds for the facilities. We are going to start the fund-raising campaign for real in order to establish the foundation of our own. For that purpose we are now talking with the concerned administration and also working to get the people who understand our movement.

II. SIGNIFICANCE & TARGET OF OUR MOVEMENT

Why did we start these activities? Why do we think our movements is important? The biggest reason is our anxiety about Japanese future. Though Japan is the part of "Asia", Japan has

had the Western-oriented sense. Japan forgets she is the member of Asian countries. That is the reason why Japanese regard Asia as the poor, dirty and underdeveloped places. We think Japanese education system, mass-media and also the commercial-based society structure have brought the large influence on people's image of Asia. For instance, to what extent are Asian songs introduced in musical education in Japan? There are wonderful music, dances and movies in Asia. At the same time Asia has excellent thoughts, philosophy and arts. Japanese people don't have many chances to be familiar with their rich part. This is the big problem for Japanese to be international. We want to solve it through our movements.

Moreover, when we think about the bases of the Japanese economical prosperity after the world war we should review our attitude towards Asia. At that war Japan did inestimable harm to the Asian people. So, the most important problem after the war should have been how to shoulder the responsibility for Asian people, how could we take the consequences as human beings and how could we compensate Asian people. However, Japanese thought Asian countries were compensated by the money and Japan fulfilled her responsibility by taking democracy and the new constitution.

We believe the problem is not solved yet this is the fundamental problem between Japan and Asian countries. Without solving it, we cannot build a good relationship with Asia. We would like to be of use through our activities to try to establish Asian Library & Asian Center by the people's efforts.

III. WHY WE VALUE "BOOKS" OR "LIBRARY" ?

We should also explain why we value "books" or "library". As we have been interested in Asia since 1970's, the circumstances of books about Asia were so poor and closed that we had much trouble with making a little detailed researches. For example, they had no books we wanted at the bookstores in town, very few at the public libraries or limited use for common run of people at laboratories. This is the very cause to force us to found "Asian Library".

There are various complexed reason for lack of the books we want. First, the real number of publishment for understanding

Asia is few. Japanese readers don't have enough demand for Asian books so that it is unprofitable to translate or publish Asian literature. Consequently, very few translators are well-trained.

The second important thing is the problem of the Japanese people's view for Asia and its culture. They have negative impressions or opinions for Asian literatures. For example, they think there is nothing to care about, nothing to study in Asia. Is it fair without trying to contact with abundant and fertile Asian culture? We are afraid Japan has not changed after the bitter experiences during the last war.

In 1980's, the number of the books concerning Asia and Africa has been increasing. However, most of those books are mainly for the people who are interested in travelling. It is rare to find a person who takes a real interest in things about the people in the Third World countries, such as their histories, lives, thoughts and culture. We should spread the popular and general interests as much as possible.

Therefore, first of all, we determined to gather books; not only new books but also second-hand books. We believe a book does not exist only for one-time use. It is a record of ages we have to take over. At the same time second-hand books are usually not expensive. Moreover, people can take part in our movement by giving us their old books.

We ought to explain what relationship is there between Asian Library & Asian Center. As we mentioned before, they are the two cores of Asian Center 21. Let me explain to you why they must have a solid connection.

IV. WHY ASIA LIBRARY & ASIAN CENTER ARE INTEGRATED ?

First of all, they have a close relation financially. The most attractive point of libraries is their rich collection of books.

It costs a lot to maintain such a library. So, we cannot manage our Asian Library without a firm financial policy. The independence of Asian Library from any other established groups has much to do with self-support structure. It is a pre-condition to unite Asian Library and Asian Center which has manufacturing capacity.

The second reason is a basic idea of Asian Library. Asian

Library should be general library for all the people. It should answer various interests of various fields. It must be a communication library dealing with not only books but also audio-visual aids.

In order to be such an active library, it needs Asian Center. Through the combination they can be a new type center 21.

V. OUR ACTIVITY AS A CULTURAL MOVEMENT

Five years have already passed since we establish our association. We have been taking the difficult way to build up the center; that is trying to get the people's help instead of waiting for the ready-made center given by an administrative organ. It is much more easier to ask authorities to realize the Asian Center. We will not choose this way. For we want our movement to be

a culture movement which impacts on each person who is taking part in our group as a volunteer. The process of establishing Asian Center is as important as the center itself. We hope the state of Asia

in Japan can be changed through our activities. In fact the number of members has been increasing little by little.

We believe collecting books means gathering people's heart who thinks Asia honestly. Accordingly, Asian Library can be communication center as people meet, study, communicate and express themselves freely. Our image of Asian Library is not the static but dynamic one to keep up with our new ages.

Thinking back to the spirit of Asian center, we want much more people to be interested in Asia. Still now the affairs concerning Asia is minor in Japanese society. The interests towards Asia is limited; people direct their attention to Asia on a special occasion like the war time.

We promote our movements to change this situation. Our key word is "Let Asia usual in our every day life". The ordinary people like office workers, young housewives participate our activities as volunteers; they begin to read Asian books, promote Asian film meetings and study Asian languages. As the books gather, people come and there is an inner change. This is the reason we call it a cultural movement.

Moreover, as a function of Asian Library, we will be able to select, collect and appeal a precious book which is likely to remain unpopular in local. And we will be able to participate in some services, such as schooling for extension education, by using our rich staff and information.

Further, not only domestic but internationally, we can spread our network; Asian Center Shanghai, Asian Center Pusan, Asian Center Manila etc., 21 centers at Asian countries. To our estimation the number of Asian students studying in Japan will increase greatly in the near future. For this reason, Asian Center is needed where promising youths can communicate.

Now it is the time our dream is to be true. We will start fund-raising campaign from this autumn. Our first target is 0.3 billion yen. It is the necessity for our future development. With our best efforts, we want to break the jinx "citizen cannot establish any kind of foundation".

In the end, what a member can learn through these activity? To know far countries like America, Europe is in some sence important for us Japanese. However, to know Asian countries is much more important. They have been our neighbors for a long time. Through these activity, we can touch 3 billion people in Asia, offering our precious money, time and energy. It means we will be freed from selfish way of life and have a bright future. How long does such a period last when we Japanese keep on enjoying and closing a pocketful happiness and prosperity in a small island? Open your eyes, then the incomprehensive covers all over. Under the present nuclear world, can we leave the bright 21 century for our children?

VI. LONG PLAN OF "ASIAN CENTER 21"

We regard the past five years First Period of Our Activity when we were busy with collecting books, studying and appealing our target. We think Second Period has just begun, so it is desirable to establish a temporary library in a city core, even a small one. Adding our new passion and more efforts to the library, we will manage to reach Third Period when we must develop a wide network with a definite center as a core. This is our guideline.

Now we introduce our long plan "ASIAN CENTER 21". It will be very helpful to understand our basical future image. We change our association name into "Asian Center 21". With "Asian Center Success Plan 21", we will develop our activity network all over Japan. Concrete plan is now under discussion.

In other words, we will have 21 Asian Centers at Okinawa, Fukuoka, Hiroshima etc., and establish a strong network all over Japan. So, it is sure we will have a wider information exchange, higher communication and a more creative culture. A variety of people realize each characteristics and create a splendid idea through mutual deep communion. In addition, a lot of local circle, volunteer groups and associations dealing with Asia can be integrated and will supply mutual lack information and plans. For example, we want to hold an Asian concert, inviting big artists in Asian countries. But, it is almost impossible for local volunteer groups in terms of financial problem. This is the real situation in Japan now. Therefore, if the concert is planned by some groups with the use of wide network, we can solve the problem.

K. Nakaguchi

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Division: Libraries Serving the General Public

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LIBRARIES SERVING MULTINATIONAL POPULATION
OF THE USSR

The book has become a necessary element of the life of the majority of Soviet people, it is a true help in their work, it makes it possible to enlarge one's knowledge, to use one's leisure time sensibly. Love for the book has become a typical character of the socialist way of life. Over 220 Soviet publishing houses edit to 80,000 thousand titles of books in 89 languages of the peoples of the USSR annually.

About 280-million population of the Soviet Union is served by 329 thousand libraries which collections have reached the number of 5 billion copies of publications. 224 million people of different nationalities, age and professions are regular readers of the Soviet Libraries.

The Communist Party and the Soviet Government display constant concern for the improvement of the libraries serving the population of the 15 Union republics: the Russian Soviet Federal Socialist Republic, the Ukrainian SSR, the Belorussian SSR, the Uzbek SSR, the Kazakh SSR, the Georgian SSR, the Azerbaijan SSR, the Lithuanian SSR, the Moldavian SSR, the Latvian SSR, the Kirghiz SSR, the Tajik SSR, the Armenian SSR, the Turkmen SSR, the Estonian SSR.

On the 13th of March, 1984, the Decree of the Presidium of the Supreme Soviet of the USSR approved the Regulations of the Librarianship in the USSR, a modern legislative act which regulates the main directions of the work of the libraries. The

significance of the document is in the fact that it defines the social functions of the Soviet libraries as ideological, cultural, educational, scientific and informative institutions which activities are aimed at the realization of the constitutional rights of the citizens of the USSR to education, to use of the achievements of the culture, to rest, to freedom of scientific, technical and artistic creative work.

The Regulations of the Librarianship in the USSR confirm the Leninist principles of the organization of the librarianship in the USSR: the consolidation of the libraries into a single system, the planned developing and siting the network of libraries, providing them with the unity of the organization and methodological management, the state planning, training librarian specialists, the general public's access to them and free of charge libraries serving.

According to the Regulations of the Librarianship in the USSR the main national library of the country is the State Library named after V.I.LENIN. The regulations approved in 1985 define its functions in the system of the libraries of the Soviet Union as an all-Union coordinating centre of the scientific and research work in the field of librarianship, bibliography and book science, as the leading all-Union scientific and methodological centre for all the libraries irrespective of their subordination, as the centre of recommended bibliography and the interlibrarian subscription, of the book museums.

The total number of the collections of the Lenin State Library is 33,124,300 copies in 247 languages, among them 21,518,000 (65%) in the Russian language and in the languages of the peoples of the USSR and 11,606,000 (35%) in foreign

languages. The annual entry is 1,000,000 copies. Exchange of literature is carried on with 3500 libraries and organizations of 105 countries of the world.

The quantity of readers is over 220,000 people, the system of reading rooms for 2500 seats is available for them, the reading rooms are visited by 7,000 readers a day. The library carries on various kinds of exhibition and reference bibliographic work, answers to the inquiries of the Party and state organizations and institutions, performs the functions of the information centre on the problems of culture and arts, edits publications of essay and survey analytical character, compiles recommendation and retrospective bibliographic sources, works out standards for various librarian bibliographic processes.

Current national bibliography in the USSR is compiled by the All-Union Book Chamber which registers all kinds of publications: books and booklets, periodicals, posters, placards, post cards, music and maps by means of publication them in chronicles and in "Ezhegodnik knigi"(annual book publications), and of preparing branch complete sets of catalogue cards. The collections of the Book Chamber contain 61,000 copies. The Chamber gets annually hundreds of thousands of modern publications in the languages of all the peoples of the USSR, one copy of every kind of publications being then transferred to the State Archives of Publications of the USSR after appropriate bibliographic processing. The Chamber prepares centralized catalogues, statistics of publications, carries out the functions of a scientific centre in the field of book science and publishing.

According to the national state system confirmed by the

Constitution of the USSR of 1977 the Soviet Union unites 15 Union republics, each of them has a republican library (in the Russian SFSR this function belongs to the State Public Library named after M.E.Saltykov-Shchedrin in Leningrad). Those libraries are public libraries of an university one type. Their collections, including the Saltykov-Shchedrin Library, contain 85,083,653 copies altogether, the general number of readers is 623,500 people, the number of book deliveries is 34,828,200 copies.

Great book collections are contained by the State Public Library of the Russian SFSR - 25,044,653 copies, by the libraries of the Armenian SSR - 7,100,000 copies, of the Georgian SSR - 6,616,000 copies, of the Belorussian SSR - 6,140,000 copies, of the Kazakh SSR - 4,294,000 copies, of the Uzbek SSR - 4,144,000 copies and by the rest of the libraries - from 2,500,000 to 4,000,000 copies. The libraries pay much attention to collecting the literature in the languages of the peoples of their republics and about the republics. For this purpose they get an obligatory copy of modern publications, stock collections of literature of old times, among them unique publications, perfect the system of book exchange. And the State Library of the Armenian SSR that contain 2,000,000 books in the Armenian language, beginning with the first printed book appeared in 1512, is an example of this statement.

A significant place in the system of the Soviet libraries is taken by the main general scientific libraries situated in the administrative centres of 20 autonomous republics, 5 territories, 123 regions and 8 autonomous regions. Those libraries help the local Party organizations greatly in communist education of the working people, in propagation of

science and technology achievements with regard for the specific aims of the territorial industrial complexes and agricultural industrial formations. In Gorky, Grozny, Kazan, Kalinin, Kirov, Kuibyshev, Omsk, Perm, Sverdlovsk, Ufa, Chelyabinsk the libraries have collections of 2,000,000 volumes each and 70 libraries contain over 1,000,000 volumes each. The number of readers in some of them exceeds 50,000 people. The collections of publications of the regional studies on the local resources, history, geography, economy, arts and culture are of special value. Many libraries in Arkhangelsk, Volgograd, Lutsk, Ordjonikidze, Tambov, Tyumen and other cities have modern buildings.

The leading place in the system of libraries serving the multinational population of the USSR belongs to 133,200 public libraries which contain book collections of 1,945,100,000 volumes used by 148,000,000 people. They are supplied with 3,170,000,000 volumes a year. According to the decision of the Central Committee of the CPSU "On Enhancing the Role of Libraries in Communist Education of Working People and in Scientific and Technological Progress", 1974, by the end of 1980 the work of the public libraries had been reorganized on the principles of centralization that made it possible to set up almost 4000 great libraries complexes on the basis of separate libraries in cities and administrative regions.

The reorganization of the network of the public libraries has made it possible to extend the sphere of their influence considerably, to comply with the requirements of the population in books. The edition of 5,000 titles of the most popular books of 170,000,000 copies in a special "library series" in order to compile the public libraries also contributed to that task.

In order to serve the rising generation with books over 10,000 libraries for children and youth (republican, territorial, regional and municipal among them) and 144,000 school libraries have been opened in the Soviet Union. The total number of their collections exceeds 862,000,000 volumes, they are regularly replenished with the editions of the "school series" which includes the best works of the classical and modern native and foreign literature. The readers of those libraries are 40,000,000 schoolchildren, representatives of all the nationalities of the Soviet Union.

To fulfil the decisions of the XXII Congress of the Communist Party of the Soviet Union the Soviet libraries do their best to raise the quality and effectiveness of popularizing the book and of the work with readers, to improve the guidance of reading and to satisfy the people's requirements for books and other sources of information entirely.

Stirring up the social and ideological educational work of the libraries becomes apparent in the constant increase of book deliveries. The readers of the libraries get annually to 5 billion publications, every reader of a public library reads 24 books a year. Recently reading per capita has increased in the libraries of the Belorussian SSR from 17 to 22 books, in the Latvian SSR from 18,3 to 30, in the Kirghiz SSR from 16,9 to 19, the deliveries of social political literature being increased particularly.

The relations of the network of the libraries with the industry are strengthening constantly. According to the data of the sociological research at the present time about 80 % of workers of the highest and medium-level skill, 60% of collective-farmers, 90 % of specialists read professional literature systematically.

The libraries have valuable experience in helping the Party and Soviet organizations and institutions, collective bodies of workers in accomplishing the tasks of the XII-th five-year plan successfully, in speeding-up the scientific and technical progress, in introducing the most modern and progressive achievements of science into the industry. Such forms of popularization of the book as month's campaigns and exhibitions of technical literature held at enterprises and institutions, information days, specialists' days are being introduced into the work of the libraries broader and broader. In many libraries there exist specialized sections of technical and patent literature, departments of serving workers of the leading branches of industry. In this way the libraries make a real contribution to providing the continuity of the education of specialists.

In the rural regions formation of common reference information collections takes place, the state of the bibliographic aids is improving. All the libraries have started to prepare and edit summary indices and bulletins of the latest entries. Common summary indices (SIF) have been prepared at the libraries of the Kazakh SSR and of a number of regions of the Russian SFSR, the Ukrainian SSR, the Belorussian SSR; the daily relations between the libraries and the boards of scientific and technical information are strengthening.

The libraries enrich their work with new forms and methods of the popularization of the book. For this purpose radio, television, press, audio-visual material is used broader and broader. The libraries pay more and more attention to the organization of people's leisure time so that they could spend their spare time more reasonably.

The work at the moral education of the population is improving too. The libraries do their utmost to make the best works of literature and arts available for the public to promote in this way the formation of the people's high aesthetic tastes. They have the richest collections of fiction, books on arts, recording disks, reproductions of pictures and other material. Great libraries have special departments of literature on arts and music editions; regional, municipal and children's libraries compile phonocollections and fine arts collections. The use of the records, music, slides, tape and audio-recordings, fine arts reproductions stirs up the readers' interest, promotes new and new readers' visits to the libraries.

While organizing the libraries serving the multinational population of the country the local boards of culture take into consideration the objective conditions which exist in particular republics, territories and regions.

The variety of climate, physical, geographic and demographic conditions makes it necessary to take them into consideration while organizing the libraries network, when choosing the forms and methods of serving the population with books. The essence of the theoretical conception of this problem is the Leninist principle of the unity of the libraries network that was secured by the Regulations of the Librarianship in the USSR. V.I. Lenin considered the libraries network as a "common planned organization".

When organizing the network of libraries the boards of culture take into consideration first of all the density of the population of every of the 15 Union republics, it varies greatly - from 119 citizens per 1 sq.km. in the Moldavian SSR to 6.1 - in the Turkmen SSR and 5.6 - in the Kazakh SSR. Inside

some Union republics - in the taiga and in the tundra of the Siberia and the Far East, in the deserts and the semi-deserts of the Middle Asia and the droughty steppes of the Kazakhstan the population is even more sparse - less than one person per 1 sq.km. The Yakut Autonomous SSR, the Taimir, the Chukotsk, the Evenk and the Yamal-Nenetz autonomous regions are the less populated regions. For example, the network of the libraries of 9 regions of the Yakut ASSR (the pole of coldness is situated there and the temperature happens to fall to 65 degrees below zero) is from 5 to 15 libraries with the general number of readers from 1,000 to 5,000 people. In the Oleneksk district there is one regional and 4 village libraries for five village Soviets. Every library serves the territory of 68,000 sq.km. The most remote library of the Yakutsk ASSR, the Andryashkino village library is situated 3,540 km from the capital of the republic, 350 km from the regional centre and 200 km from the nearest library.

As the result of the policy of the Communist Party of the Soviet Union and of the Soviet state targeted to develop the productive forces of the Eastern regions of the Russian SFSR, the republics of the Middle Asia and the Kazakhstan the population of the Asian part of the USSR has increases by 16,8% from 1970 to 1978. This is explained by the influx of workers and specialists there from all the parts of the Soviet Union as the result of the expansion of the fuel and power basis, the foundation of new production complexes, the development of the industry, the construction of the Baikal-Amur Railway Line. Thus in the Tyumen region where they have started to work the gas and oil deposits the number of the population has increased by 35 %. In the Magadan and Kamchatsk regions

the increase in population was 32 %, in the Amur region - 18 %, in the Primorskiy and Khabarovsk territories - 15 %.

In the new zones of the economic exploitation new forms of non-stationary serving besides opening new stationary libraries have been developed widely: mobile libraries, stations of book deliveries, parkings of library buses. Books are delivered by reindeers and dogs teams, by rented planes, helicopters, launches and cross-country vehicles as well.

In order to supply the specialists who come to the new zones with books in their native languages the libraries of the Union republics usually send national publications to the regions of compact residence of their fellows-countrymen. Thus the Ukrainian SSR and the Georgian SSR regularly send recent publications in the Ukrainian and the Georgian languages to the libraries of the town of Urgal and the village of Nia situated near the line of the Baikal-Amur Railroad where representatives of their republics are working.

The specific character of the libraries serving the multinational population of the USSR in many respects is explained by the languages of reading. As the sociological research of the Lenin State Library of the USSR proved, in this respect there are considerable differences between individual republics, their urban and rural population, the level of their education. For example, about 67 % of the villagers in the Kazakh SSR read in Kazakh and in Russian. There is no doubt that this factor is always taken into consideration in the process of compiling the collections of the libraries of the republic. Particular attention is given to the acquisition of fiction and social political literature that contributes to friendship between different nationalities, their mutual understanding, mutual

enrichment of different cultures of the peoples of the USSR, international education of the peoples.

A very important element of the organization of the libraries serving the multinational population of the USSR is training of specialists, 30 higher educational institutions and 132 secondary schools work in this direction, about 20 thousand specialists of various nationalities graduate from them. The institutes and specialized secondary schools train librarians-bibliographers for general scientific, technical, agricultural, medical, public and children's libraries who, besides special qualification, get general scientific and pedagogical training.

At the present time over 400 thousand librarians are working at the libraries of the country. Many of them are awarded with honorary rewards and titles, among them the title "Honoured Culture Worker".

Much is done to strengthen the material and technical basis of the libraries. Thousands of new buildings of libraries of various departments were built during the period of the XI-th five-year plan. Only in the system of the Ministry of Culture of the USSR about 7,000 libraries have improved the conditions of their work. They are being equipped with copying-multiplying devices, the means of organization equipment and communication, they are using computers more and more actively.

The activities of the State Interdepartmental Librarian Commission founded in 1975 in the system of the Ministry of Culture of the USSR are very important in the matter of establishing the interactions of the libraries of all types and kinds which belong to over 100 departments, of strengthening the management of the libraries construction. For the period mentioned above the Commission has done much to unite the efforts of the

libraries of different departments, to improve the process of compiling collections and their utilization, to eliminate the irrational expenditure for acquisition, processing and storage of the published sources of information in the languages of all the peoples of the USSR.

The role of the Ministry of Culture of the USSR is rising in the management of the libraries. It works out and fulfils "The Main Directions of Development of Librarianship in the USSR During the Period of the XII-th Five-Year Plan and Till 2000", the summary plans of research and methodological work of the libraries till 1990 with the active participation of other ministries and departments which have networks of libraries, of the leading methodological centres of the country.

The librarians of the Soviet Union are convinced that the important problems of the librarian construction will be solved successfully in the future. This is guaranteed by the constant care of the Communist Party and the Soviet State for the development of the spiritual culture of the multinational population of the country.

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Division : Libraries Serving the
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Section : Libraries Serving Multilingual
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On Establishing the Standard Character
Code System in Korea and Its Application on
Korea MARC Data Base.

by

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1. 韓国におけるコンピュータ・文字コード・システムの概要

韓国語で書く文章は普通ハングル(韓国文字)と漢字の組み合わせである。しかしながら、商業分野、官庁刊行物、そして文学作品では漢字は使われていない。若干の言語学者は文化遺産の継承のために漢字を使用すべきであると主張しているが、書きコトバとしてはハングルののみを使用することが一般的である。このことが韓国においてコンピュータ・システムに適用できる漢字コードが上手く開発されなかった主な理由なのである。

一方、ハングルの33の表音文字がASCIIの各バイトに対応している1バイト・コード・システムは、コンピュータの文字コード・システムでは主流となっている。

2. 韓国MARCの開発とその文字コード・システム

韓国(KOR)MARCシステムは1979年に韓国国立中央図書館において創設された。このシステムは共同体制のMARC開発委員会の設置、MARCデータベースから抽出処理され、かつ、いくつかの書誌を利用した印刷カードの配布などへ発展しつつある。しかしながら、コード・システムは、約5,000文字の漢字を適用できるように拡張されたのであるが、依然として1バイト・コードである。KOR MARCシステムは、プロジェクトそれ自体としては成功したのであるが、必然的な問題が残っている。すなわち文字コード・システムの標準化である。

3. 文字コードの標準化

パーソナル・コンピュータの急激な発展は、文字コード・システムの標準化に向けての努力を促進してきた。KAISTならびに科学技術省は漢字コード・システムの設定に尽力してきた。1982年にKorea Industrial Advancement Administration Agencyは、KSC 5819 "Code of the Korean Graphic Character Set for Information Interchange"を公布した。しかし、KSCコードは書誌データの文字の大部分を収めるためには余りにも小さかった。従って、KOR MARCシステムは漢字が欠除していたためKSCコードを使用することができなかった。現実的な解決策は1バイトの漢字コード・システムを5,000字から7,000字に拡張することである。

4. 検索システムと文字コード

韓国における検索システムは、実際には2種類の文字に基づいている。ひとつはハングル文字であり、もうひとつはローマ文字である。最近に至り、多くの図書館員はハングル文字ならびにローマ文字と同じく、漢字と日本の文字の使用を強く求めるようになった。これらの要望に応えるために、漢字のための辞書システムの開発が必要である。これを補うもう一つの方法は主題アクセス・システムと典拠コントロール・ファイル・システムである。

5. 結論

漢字の自動化辞書システムならびに個人名の典拠コントロール・システムは多言語・多文字の図書館資料を利用するためには必須である。また、多文字を使用する我々相互間の避け難い差異を橋わたしする国際的な組織の設立も必須のことである。

ABSTRACT

The handling of Korean bibliographic data string by computer should be involved problems peculiar to contain the combination of Hangul and Chinese characters. While the Korean Standard code system, KSC 5619, established 1,692 Chinese characters so as to adopt in computers, it is insufficient to process the bibliographic data. The Central National Library of Korea have been using one-byte code system in their MARC system so called KOR MARC from 1979. Their plan is extension to 7,000 characters from currently using 5,000 Chinese characters. In a bibliographic information field in Korea, they have to decide their own character code system. In order to meet the requirement of multilingual and multiscript library materials, KOR MARC system have maintaining separated file by vernacular form as the access point. It may be necessity to develop the dictionary form on on-line search, especially for Chinese characters and for authority control of personal names. A mutually recognized East Asian character code is an urgent need to improve bibliographic information interchange.

1. Overview of Computerized Character Code System in Korea

The ability to exchange or access bibliographic records in machine-readable form is especially depend on the standardized character code. Without the standard character codes just like the ASCII codes, we couldn't achieve our goal as we all librarians goes. Even with the advent of computer assisted bibliographic processing on a relatively wide scale, we, the most of librarians and information scientist in Korea, still faced important problems in exploiting the great deal of our language and information interchangeable character codes.

One of a significant problems is arosed with the usage of Korean characters and Chinese characters. The most sentences written in Korean are usually a combination of Korean characters, and Chinese characters. However, on the side of general business includes government documents and works of literature (novel, essays, and poems, etc.) use only the Hangul. In a sense, Korean language can be fully expressed by Hangul without Chinese characters. Many philologist in Korea strongly insisted that our language should be paved the way for reform in accordance of using only Hangul. Contrary, some philologist insisted that our long history have cultivated by Chinese characters and we have to use the combination form Hangul and Chinese characters. Despite the opposit opinion for unique use of Hangul, the most business letters and government documents have written to use Hangul without Chinese characters. Those environment imposes a serious problems for developing of

made successful progress in typewriter which has come into wide use and it is a great experience contributing to build up common usage of Hangul syllabaries. They usually adopted to use 24 basic syllabaries and 4 syllabaries for compound vowel (ㅏ ㅑ ㅓ ㅕ) and 5 for compound consonant (ㅑ ㅓ ㅕ ㅗ ㅛ) total 33 syllabaries on keyboard in input device. For example; Hangul syllabaries "ㄱ" is associated with Roman alphabet "R" which is actually same in binary codes, only exception for proceeding of Hangul functional codes. It became a quite popular system in Korea and the most wide used system especially for terminals. One byte code system have been developing on the manufacture dependent systems or dependent on specific hardware made by single firm. In the end of 1970 there were 17 different coding system which was caused chiefly by using of different compound syllabaries.²⁾

But those various coding systems have been gradually unified to single common usage, and at present one byte code system for Hangul-Roman alphabet characters are almost same. Eventually, it has resulted to settle down for standardization.³⁾ The Table (2) shows us one of the most wide used one byte code system in Korea.

Although the large number of codes cannot be roomed in one byte raw and cannot be employed for Chinese characters, there was no difficulties for initiating of computer system in business field, because they didn't feel to use Chinese characters. This was the main reason why the Chinese character code system in computer was so late to accommodate in Korea.

TABLE 2 One byte code system for Hangul-Roman Alphabet

BITS		0	1	2	3	4	5	6	7
BITS		000	001	010	011	100	101	110	111
0	0000	NUL		SPACE	0	@	P	한문	p
1	0001			/	1	A	Q	a	q
2	0010			"	2	B	R	b	r
3	0011			#	3	C	S	c	s
4	0100			\$	4	D	T	d	t
5	0101			%	5	E	U	e	u
6	0110			&	6	F	V	f	v
7	0111	BELL		'	7	G	W	w	ㅅ
8	1000		CAN	(	8	H	X	h	x
9	1001	HT		)	9	I	Y	i	y
A	1010	LINE FEED		*	:	J	Z	j	z
B	1011		ESC	+	:	K	[	k	{
C	1100	FORM FEED		,		L	\	l	한글
D	1101	CR		-	=	M	]	m	}
E	1110			.		N	↑	n	₩
F	1111			/	?	O	UNDER LINE	o	DEL

2. Korean MARC development and it's character code system.

In 1979 the Central National Library of Korea has launched the Korean MARC pilot project so as to examine Test Format which is very similar to LC MARC format. The test data was processed by UNIVAC 1106 which was operated by one byte code for Hangul-Roman

alphabet. Soon after the test have finished, we have recognized that the handling of Korean bibliographic data by computer should be involved problems peculiar to contain the combination of Hangul and Chinese characters. Because the scientific papers has contained those two characters, and its meaning couldn't communicated without Chinese characters. Furthermore, the bibliographic records are in need for an exact transcription of data just as they appear. A major difficulties was to decide the computer system which could be possible to process Chinese character. In that time very few computer firm had an interest to develop Chinese character system. It was the main reason that the most of business firms and government agencies didn't require to accommodate the Chinese characters in their computer system. Another difficulties are, as we all aware, the numbers of Chinese characters. It is true that no one knows how many Chinese characters will be needed in bibliographic data, however, we realized that the more large number of Chinese character could be processed the more easier bibliographic data could be converted to machine-readable form.

In 1981 the Central National Library has installed mini-computer system, its blend name is JAPCOM-4296, which is capable to process 5,000 Chinese characters with Hangul and Roman alphabet. The character code system is still one-byte code and that it requires Hangul-Chinese characters conversion input device. It means that all of Chinese characters should be keyed in Hangul syllabaries at first, the Hangul string is converted into Chinese characters. One Chinese character is necessary to combine with Hangul and

the number indicated Chinese character, proceeded and ended by functional codes.

For example: Chinese character "家" should be keyed in Hangul letter "가", then, the system displays all Chinese characters in same pronunciation as the belows:

假	價	加	可	家	暇	架	歌	街
1	2	3	4	5	6	7	8	9

The operator choose the number which is indicated just above (or below) of the Chinese characters. It result that one Chinese character needs minimum 6 bytes. Despite this one byte code system requires large space of memory device it was the main stream of development for character coce system in Korea. This is because it is very easy for Korean people to find out the Chinese characters by pronunciation. Even though, there are 50,000 Chinese characters as we assume, the pronunciation for them in Korea defined only 491 kinds 4) as shown in Table 3.

This fewer pronunciation have made the Korean people to remember Chinese characters by pronunciation and search also by them.

Korea MARC system that must stemed in the computer environment of Korea had to be based on one byte code system in beginning period. KOR MARC data has increased to compose the data base from 1982. The first output from this system was the printed cards which was distributed to university libraries from June of 1982. This card was produced in unit card form supplied with DDC Number and Korea Decimal Classification Number as shown in following Sample 1.

TABLE 3: The Pronunciations in Korean Language for Chinese Characters

[illegible]

SAMPLE 1: A Unit Card of KOR MARC Data

三民主義 / 孫文 [저] ; 李明九 ; 韓相
範 共訳 . 간디自伝 / 간디 [저] ; 李
明九 ; 韓相範 共訳. - 서울 : 良友堂
. 1986. -
517 p. : 삽도, 도판 ; 23 cm. -
(世界思想大全集 = World great b-
ooks ; 25)

KDC:340.1
DDC:320.5

KM08603722

耐火處理가 파아티클보오드와 콤포라이보오드의
機械的性質 및 耐火度에 미치는 影響 / 梅國
憲. - 서울 : 서울대학교 , 1985.

v. 56 p. : 삽도 ; 26 cm

학위논문(박사) - 서울대학교 大学院 : 林
学科 林産加工學專攻 , 1985

KDC:526.552
DDC:634.98

KDM8513590

In connection with the distribution of printed card the Central National Library was caused to organize the Cooperative MARC Development Committee in May 1983. This Committee has the task of reviewing the printed card and developing the KOR MARC Format. Its final goal is aimed at making available MARC data as the national network system. During 1983-1986 the members' libraries have increased to

47 libraries (36 University libraries, 6 Public libraries and 5 Special libraries) and CNL has forwarded the printed card to them in total amount of 70,151 titles associated with 703,062 cards.

TABLE 4: STATISTICS OF KOR MARC DATA BASE

Year	1983	1984	1985	Jan-May '86	Total
Titles	7,128	21,547	28,740	12,746	70,151
Printed Cards	54,966	233,625	272,047	142,424	703,062
Members	20	32	45	47	47

On the otherhand, various kind of bibliography have come out from KOR MARC Data Base. One of them is the Korea National Bibliography. It is divided in two issues, one is monthly edition and the other is the annual edition as shown in following Sample 2.

The acquisition system will be connected with MARC Data Base by process information file programme just as intended in LC, which is known as the core bibliographic system.⁵⁾

The second phase of the KOR MARC system was on going in 1984 which has taken for expanding MARC data as the electronic media.

Two university libraries joined to test MARC Data in a way of mutual exchange of electronic data. What we have accomplished in this project was successful, yet that which lies essential problems. If we examine our system in network, we quickly come to the same conclusion - the character code system of computer should be standardized.

図書館学, 書誌学

800001

• 図書館学, 書誌学 •

複製印刷術의 研究 / 千惠風 著. - 서울 : 善仁文化社, 1982. - 210p. 1 23cm w8000 (KM08500002) 800001

複製印刷術 / 本泉閣 著. - (影印版). - 서울 : 善仁文化社, 1983. - 4, 307p. 1 24cm w10000 (KM08500137) 800002

• 経済学 •

經濟原論 / 公團理事김정보선터 편. - 서울 : 蘭地文化社, 1985. - 1책 1 25cm w3000 (KM08500074) 800003

(主, 筆記式) 經濟原論 / 金斗熙 編著. - 서울 : 法典出版社, 1985. - 47p. 1 23cm w5000 (KM08500003) 800004

管理會計 / 李鍾大 著. - 서울 : 學文社, 1984. - 391p. 1 22cm w6000 (KM08500343) 800005

交通法令敎本 / 韓國交通法令연구회 지. - 서울 : 交通출판사, 1984. - 158p. 1 21cm w3000 (KM08500052) 800006

貿易 프랑스어 解説 / 植崎第 著. - 서울 : 成均館大學校出版社, 1985. - 218p. 1 23cm w3000 (KM08500228) 800007

이이이코키 / 리 이이이코키 1 김비김 노비 共著 1 이용의 訳. - 서울 : 강원출판사, 1985. - 401p. 1 도 1 23cm w3500 (KM08500181) 800008

韓, 美經濟交流의 變化와 展望 / 1 김 모스국위 스 1 李學福 共編. - 서울 : 復星社, 1984. - 248p. 1 23cm w4200 (KM08500131) 800009

(主, 筆記式) 會計學 / 林聖均 1 金銀興 共編著. - 서울 : 法典出版社, 1985. - 54p. 1 23cm w5500 (KM08500012) 800010

• 社会学, 社会問題 •

労働法 / 市民文化社問題銀行 編. - 서울 : 市民文化社, 1985. - 182p. 1 23cm w4000 (KM08500148) 800011

(1985 公報對價) 社會文化 / 韓口賢 著. - 서울 : 한국고시회, 1985. - 318p. 1 26cm w3000 (KM08500206) 800012

• 政治学 •

위성권 누가 움직이는가 / 실스 비터스 지음 1 김중환 옮김. - 서울 : 신광문화사, 1984. - 221p. 1 21cm w3000 (KM08500122) 800013

일본의 지상이 본 安永昌 / 中野泰雄 著 1 金永光 訳. - 서울 : 麗澤出版社, 1984. - 238p. 1 21cm w2500 (KM08500104) 800014

• 行政学 •

建設經濟物價 經濟計算入門 / 趙兵九 1 李根南 1 金祥坤 共訳. 2. - 서울 : 建設文化社, 1985. - 188p. 1 26cm w0500 (KM08500347) 800015

(회신) 法律登記規則 / 考試研究編纂會 편지. - 서울 : 考試院, 1985. - 811p. 1 22cm w5500 (KM08500150) 800016

중일行政學講義 / (淸河出版社編輯部 編). - 서울 : 淸河出版社, 1984. - 472p. 1 29cm w8000 (KM08500138) 800017

(主, 筆記式) 行政學 / 李相國 編著. - 서울 : 法典出版社, 1985. - 491p. 1 23cm w5000 (KM08500004) 800018

• 法 学 •

(主, 筆記式) 民法 / 鄭熙典 編著. - 서울 : 法典出版社, 1985. - 424p. 1 23cm w5000 (KM08500015) 800019

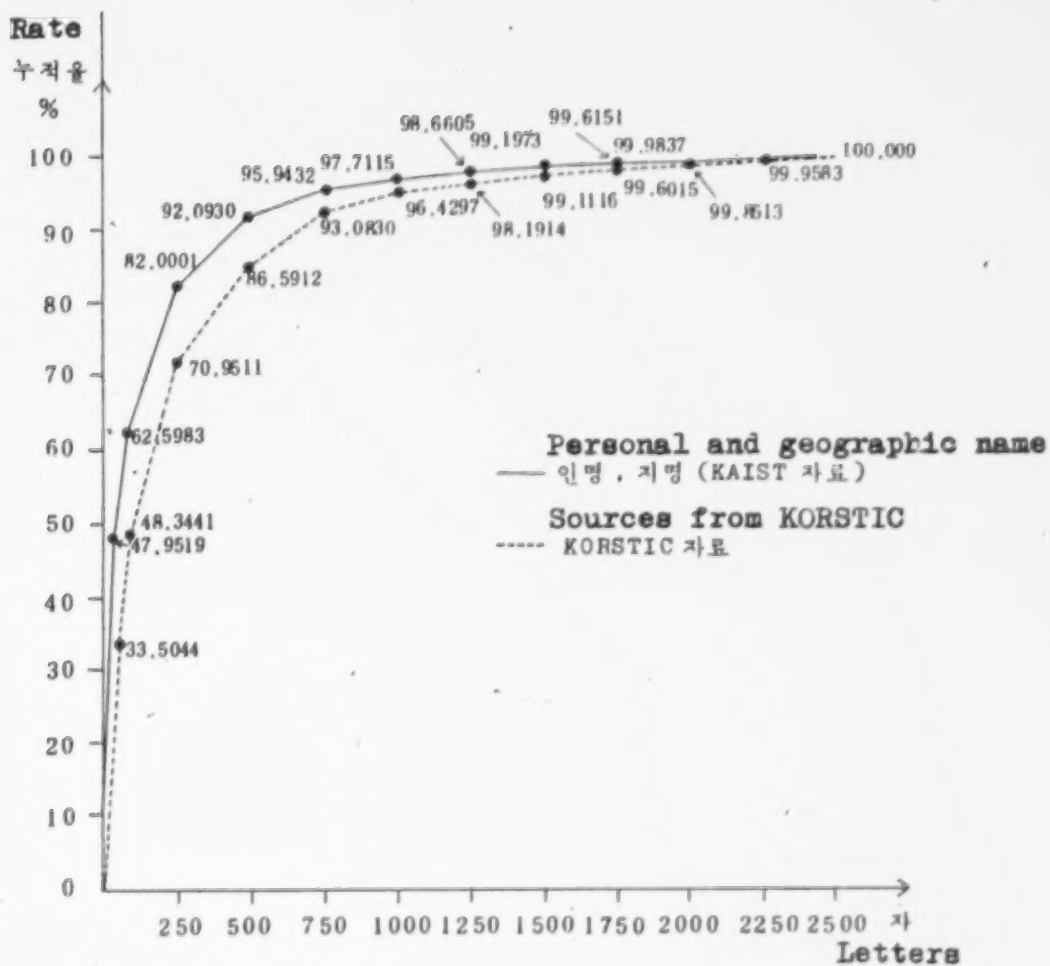
(主, 筆記式) 民事訴訟法 / 張炳衡 編著. - 서울 : 法典出版社, 1985. - 488p. 1 23cm w5000

3. The Standardization for Character Code

The rapid development and national wide distribution of personal computer from the 1980's have been bring closer to stimulate the office automation in Korea. The word processor which is mainly applied in personal computer has devoted much effort to the promotion of standardization for character code. The Korea Advanced Institute of Science and Technology (KAIST) has made significant devotion in computer application for Korean and Chinese characters. They reported "A Study on Standardization for Computer" in January 1982. ⁶⁾ Its main subject is the character code system. According to this study, the Ministry of Science and Technology has accomplished the Draft for standardization of codes related in computer. ⁷⁾ In the draft a graphic character set designed by two byte one code system. The Hangul letters are selected 1,316 letters from 11,172 variants as the standard character. ⁸⁾ For the Chinese characters they selected 1,692 characters which are proved as the most frequently used character. The study of the above indicates that the frequency rate of Chinese characters in sentence is covered at 99.9 per cent with 2,000 characters. Table 5 figured the rate of frequency of Chinese characters in typical Korean sentences.

With an application of those study and draft, Industrial Advancement Administration Agency has enacted Korean Industrial Standard, KSC 5619, titled as "Code of the Korean Graphic Character Set for Information Interchange" in June 1982. ⁹⁾

TABLE 5: The Accumulated Frequency Rate of Chinese Characters:



The numbers of standardized graphic character code are as follows:

Special character	107
Numerals	20 (Includes Roman Numerals)
Greek Alphabet	52
Hangul Syllabaries	51
Japanese Character	169
Hangul Character	1,316
Chinese Character	1,692

Many computer firm decided to employ this standard code and its strong tendency has appeared in personal computers. The State-of-Art is presented in Table 6.

TABLE 6: State of Art of Computer System based on KSC Code.

Manufacturer	Model (type)	Input method	Characters used	Memory capacity	Display (# of char.)	Output print type, char. dots
Quix	Q-WORD	keyboard method	Korean: KS code Chin. char.: 3000 char English: ASCII code	6.7-160 MB Hard Disk	Eng.: 80 x 25 Kor. Chin : 64 x 21	Ming type Gothic type 24 x 24
Korea System	WORD-88	keyboard method	Kor.: KS code Chin.: KS code (1692 char.) Eng.: ASCII code	390 KB 2 floppy disk drives	Eng. Kor. 80 x 25 Chin	Ming type: 24 x 22 Gothic type: 16 x 16
Samsung Electronic devices	S/NEC100	keyboard method	Kor.: 1598 char Chin.: 5076 char	31MB-548MB Hard Disk	Eng.: 80 x 25 Kor. Chin: 40 x 10	Ming type 24 x 24
Samsung Electronics	Grid Beat	keyboard method	Kor.: KS code Chin.: 1692 char Eng.: ASCII code	512KB-40MB	64 x 16	Gothic type 16 x 16
Jyoni	SORD	keyboard method	Kor.: 1316 char Chin.: 1692 char Eng.: 82 char	1MB-20MB	80 x 25	Ming type 16 x 16

There are steadily growing in adopting of standard code system in office automation.¹⁰⁾ However, in a bibliographic information environment, the KSC code is unable to cover all characters appeared. According to our experience of KOR MARC data processing we recognized that 5,000 Chinese characters are not sufficient to build up the complete bibliographic data base for domestic publications.

While the computer business is concentrating on expanding on KSC code system, KOR MARC system is confronted with new challenge.

They couldn't use the KSC code. The only realistic solution is for extending their one byte code system from 5,000 to 7,000 characters in which Greek Alphabet will be contained and have to wait until KSC code will be extended to reasonable level. It would seem that a dilemma whether match one byte code system to KSC code is still remained. But first of all, a more feasible and desirable method to be connected with KSC code would be to increase Chinese characters until the bibliographic record will be processed satisfactory.

4. Retrieval System and the Character Code.

In order to access to bibliographic data which is written in Korean language there are several alternatives in accessing the records. Such alternatives are reading in Hangul of all access point. Usually, the Japanese characters even if they include Chinese characters are transliterated into Hangul in original pronunciation. However, the Chinese characters even if they are originated from China are transliterated into Hangul in Korean pronunciation. Romanised reading for Chinese characters and Japanese characters is not common in Korea. Because the Hangul is a phonetic symbol and it is possible for inscribe almost all pronunciation. It is the main reason why the Romanised form of heading is not serious problems in Korea. The Roman alphabet is only applicable for the headings of Western collection. All libraries in Korea have been maintaining their catalog in two parts, catalog for East-Asian collection which is filed by Hangul headings, and catalog for Western Collections which is filed by Roman Alphabet. Eventually, the Hangul and Roman alphabet are typical characters in order to search bibliographic data in KOR MARC System.

Recently, the librarians in Korea have strong views calling for use the Chinese character and Japanese character as the access point. It means the Kana letters and Chinese characters would be search keys to access bibliographic data without transliterating into Hangul. Because the vernacular pronunciation of Chinese and Japanese language are still difficult to transliterate into Hangul and the otherhand, readers who want to search bibliographic data written in Japanese and Chinese language would be familiar with vernacular characters. If this view is adopted in KOR MARC system four kind of character set will be employed as an access point, Hangul, Kana, Chinese character and Roman alphabet. To meet this view the Central National Library started a project to extend the Chiness character codes which will be closely related with various usage in Japan and China. It is their desire that the common core character set for Chinese letters will be composed in the structure as dictionary containing complete character information from all available character codes. 11)

The other important project is ongoing to develop retrieval system by subject heading. We are in need to one certain access point to retrieve from KOR MARC records which is divided in four kinds of character set. Totally comprehensive method to search for those separated data and to link all those different character set is maintaining of subject search which is filed by one unique character set, for instance, Hangul in Korea.

One of the desirable system in retrieval system is the authority files for personal names and cooperate names. Each personal names of East Asian can be described in various entries, for instance, in Hangul, Kana, Roman alphabet and Chinese characters. Furthermore,

the pronunciation of Chinese characters in personal name are different among nations. Thus, the authority control for personal names is essential to access the bibliographic records.

5. Conclusion

A current situation of Standard character code system in Korea and the problems of common usage of Chinese characters in computer system in relation to bibliographic data control are described on the point of view for developing KOR MARC system. In describing the technical background of Chinese characters data processing, some problems relating to common usage in business environment, government documents, etc., pointed out as the reason why the Chinese character code system is so late to apply in computer system. The standard code for Chinese character which was established in 1982 is insufficient to utilize the bibliographic data. Regardless this standardization, the KOR MARC system which was inaugurated in 1979 has been increasing to compose the bibliographic data base, and to distribute MARC data to the member libraries in Korea. This system is based in one byte code while the standard KSC system is consisted in two byte one code system. The immediate task is to decide a character code system that will be possible to promote the national network system. Although the universe of the two-byte mode of character set is already internationally recognized as the standard, the Central National Library will extend their currently 5,000 Chinese characters to 7,000 Chinese characters until the KSC 5619 will be increased at same level. It means that the librarians who are chiefly concerned in process for bibliographic data have to develop their character code system in Korea.

One aspect of retrieval system planning by CNL is described. It is essential to solve these problems for the development of access system for multilingual and multiscript library materials. Automated controlled dictionary system for Chinese character may be a necessity to gain such purpose. It will also be necessary to set up a international organization to have mutual understanding and to be bridged for our inevitable differences.

In this articles, I have attempted to provide current information and suggestion relating to the establishment of standard code system in Korea and to the development of KOR MARC System. A mutually recognized East Asian character code is, as we have never before recognized, the urgent need to improve our bibliographic information interchange.

FOOTNOTE

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2. 柳京熙. 韓國語 情報處理시스템의 現況과 展望 = [Overview of Korean Language Information Process System] 한국학자료의 전산화연구 [중에서]. 서울 : 정신문화연구원, 1982. p.67 (보고논총 82-3).
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11. HIDESHIRO NAKAMOT et al. Japanese (Sino-Japanese) character for bibliographic machine handling-status report. in the challenge of information technology. North-Holland Pub., 1983. pp.99-122.